

Florida Virtual School

School Administrator Evaluation System



Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

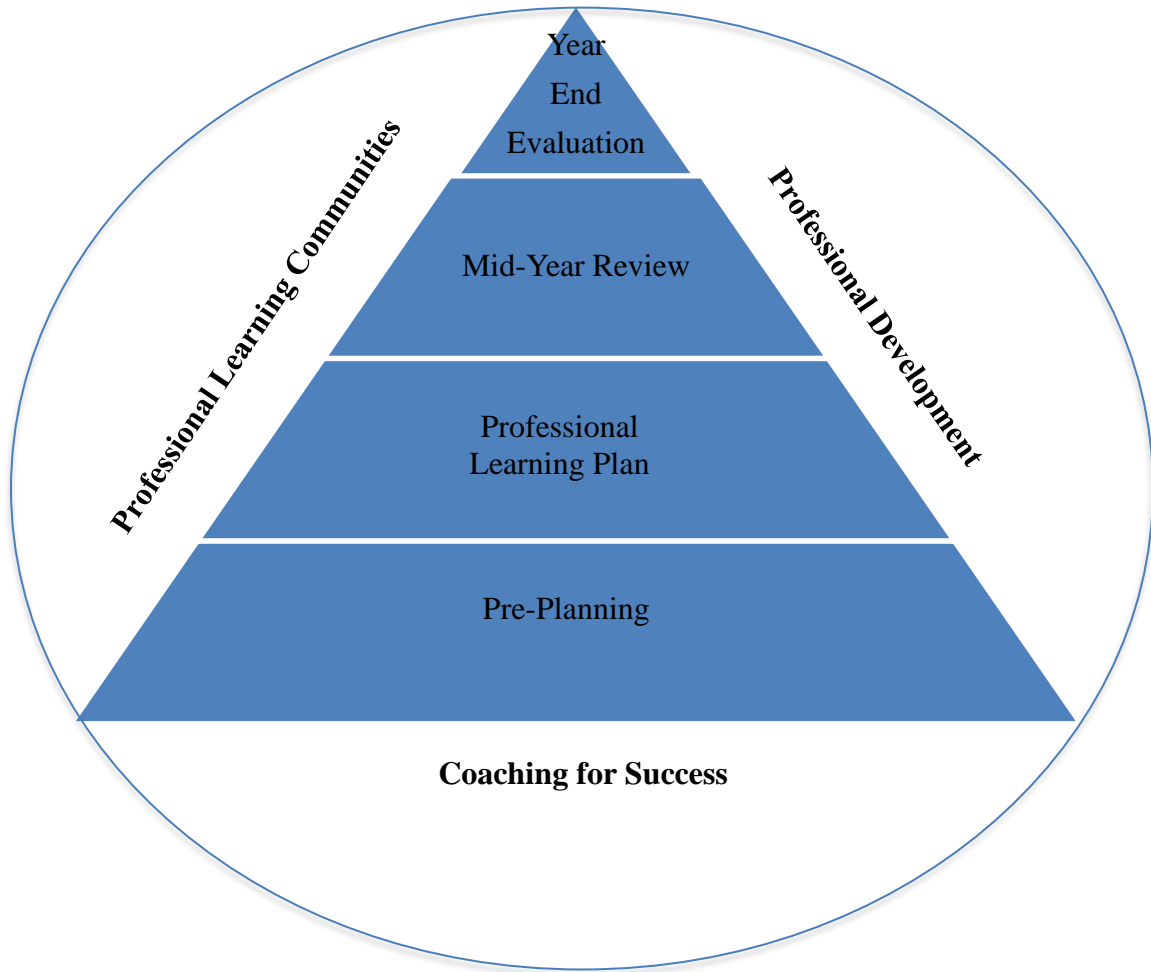
Florida Virtual School® (FLVS®) is a fully accredited, statewide public school district with a 22-year history of successfully educating students. An award-winning, international leader in online learning, FLVS offers more than 190 free courses to Kindergarten–Grade 12 public, charter, private, and homeschool Florida students.

FLVS, the district and its schools, are accredited by AdvanceED and Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Core courses are NCAA approved and courses are aligned with Florida and national standards and are accessible 24/7. Enrollment for FLVS Flex is open 365 days a year due to the FLVS year-round rolling enrollment model.

Every FLVS course is taught by a dedicated and Florida-certified instructor who is focused on student success. The approximately 1,800 FLVS instructors are available 8 a.m. to 8 p.m. Monday - Friday and communicate with students regularly via live lessons, phone, email, online chats, instant messaging, discussion forums, webcams, and texting.

In designing an administrative evaluation system based on the FLVS model of instructional supervision and leadership, a team of instructional leaders (principals), district leaders, and human resources staff collaborated to create a tool that effectively and accurately measures the online school administrator's role, as well as evaluates their impact on student performance.

The FLVS administrative evaluation is an ongoing and multi-step process. Each administrator participates in a variety of reflective activities and professional learning opportunities that lead to true growth for each individual. Each administrator starts with the pre-planning process where they develop professional learning goals for the school year, which are tied directly to the specific domains and elements on the administrative evaluation, leading up to frequent dialogue with their supervisor to review their progress throughout the year. Supervisors will then evaluate school leader progress during a mid-year performance review, and the performance cycle culminates with their year-end summative evaluation. Throughout the year, school leaders are supported through professional development, coaching for success, and professional learning communities. The below diagram illustrates the FLVS school leader evaluation structure.



Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- ☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☒ The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

Training

- ☒ The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- ☒ The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- ☒ The district's system ensures all school administrators are evaluated at least once a year.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

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Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any school administrators who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	Annually, in the Fall	Online webinar, hosted by Human Resources. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FPLSs adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FPLSs is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Ongoing throughout the school year	<ul style="list-style-type: none"> • Observations <ul style="list-style-type: none"> ○ Weekly: one-on-one observation of school leader's reflective practices and effective use of data related to student success (weekly call with supervisor) ○ Bi-weekly: observation of school leader interactions with colleagues (IL Team Meetings) ○ Monthly: direct observation of school leaders' interactions with teachers (school house meeting). • Artifacts • Data Collection • Weekly one-on-one conferences with direct supervisor • Student, parent and teacher surveys

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3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	July	Once student performance results have been loaded, within 10 days.

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. At Florida Virtual School, instructional leadership accounts for 60% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including cut points for differentiating performance.

Each domain in the Instructional Leadership Practice section of the summative evaluation is weighed at a specific percentage. Within each domain, a number of leadership proficiency areas are addressed, and each proficiency area includes individual performance indicators. A point value is assigned to each indicator, and administrators earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, Pathways, our cloud-based performance management system, calculates the points earned to determine an instructional leadership practice score. (See Chart A below.)

Once a summative leadership practice score has been determined for each school leader, it will then be combined with the points earned in the “other indicators of performance” section of the evaluation, which is weighted at 5% of the summative evaluation. Once the overall points earned in the leadership practice and other indicators of performance sections have been determined, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned in these sections. The summative evaluation uses a 100-point scale, with 60 points possible for the leadership practice measure, and 5 points

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possible for the other indicators of performance section. (See Section B for more details on other indicators of performance.)

Performance Rating	Points Earned
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

The total points earned in leadership practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

Chart A:

Domains and Indicators	EOY Domain Weight	EOY Points Possible			
		HE	E	NI	U
Domain 1: Strategic/Cultural Leadership					
1a: Creates an Organizational Vision, Mission, and Strategic Goals	20%	4	3.04	2.44	1.04
1b: Uses Data for Informed Decision Making		4	3.04	2.44	1.04
1c: Builds a Collaborative and Empowering Work Environment		4	3.04	2.44	1.04
1d: Leads Change Efforts for Continuous Improvement		4	3.04	2.44	1.04
1e: Celebrates Accomplishments and Acknowledges Failures		4	3.04	2.44	1.04
Domain 2: Systems Leadership					
2a: Leverages Human and School Resources	14%	3	2.28	1.83	0.78
2b: Ensures a High Quality, High Performing Staff		3	2.28	1.83	0.78
2c: Establishes and Implements Expectations for Students and Staff		3	2.28	1.83	0.78
2d: Communicates Effectively and Strategically		3	2.28	1.83	0.78
2e: Ensures School Safety and IT Security		2	1.52	1.22	0.52
Domain 3: Leadership for Learning					
3a: Leads School Improvement Initiatives	20%	5	3.8	3.05	1.3
3b: Aligns Curricula, Instruction, and Assessments		5	3.8	3.05	1.3
3c: Implements High Quality Instruction		5	3.8	3.05	1.3
3d: Sets High Expectations for All Students		5	3.8	3.05	1.3
Domain 4: Professional and Community Leadership					
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement	6%	2	1.52	1.22	0.52
4b: Shows professionalism		2	1.52	1.22	0.52
4c: Supports Professional Growth		2	1.52	1.22	0.52

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. At Florida Virtual School, other indicators of performance account for 5% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including cut points for differentiating performance.

The other indicators of performance section of the leadership evaluation is solely focused on professional development. Administrators choose a development area to concentrate on that is directly tied to the indicators featured in the leadership practice portion of the evaluation. This professional development area is described in each administrator's Professional Learning Plan, where learning goals are stated, and the action plan, needed resources to meet the goal, and evidence of successful application is documented. Administrators work towards their professional learning goals throughout the school year. Using the rubric below, the administrator's supervisor determines the evaluation rating by assessing the administrator's growth and application in the chosen development area. This can be determined through PLC participation and involvement, impact on student performance, or application of what was learned and applied in the development area.

Professional Development Rubric for Administrators:

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Demonstrates substantial growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with observable application and impact on student achievement. Actively participates and contributes to data driven, collaborative Professional Development.	Demonstrates growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with application and impact on student achievement. Participates in data driven, collaborative Professional Development.	Demonstrates minor growth and improvement in Domain(s)/ Element(s) identified in Professional Learning Plan with limited observation of application and impact on student achievement. Infrequent participation in data driven, collaborative Professional Development.	Demonstrates no growth and improvement in Domain(s)/Element(s) identified in Professional Learning Plan. Does not participate in data driven, collaborative Professional Development.

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Once the administrator's supervisor assigns a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory based on the above rubric, the rating is then assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100 point scale, with 5 total points possible allocated for the other indicators of performance measure.

Other Indicators of Performance	Section Weight	HE	E	NI	U
Professional Development	5%	5	3.8	3.05	1.3

Once a summative 'other indicators of performance' score has been determined for each school leader, it will then be combined with the points earned in the leadership practice section of the evaluation, which is weighted at 60% of the summative evaluation. Once the overall points earned in the leadership practice and other indicators of performance sections have been determined, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 60 total points possible for the leadership practice section, and 5 points possible for the other indicators of performance section. (*See Section A for more details on instructional practice.*)

Performance Rating	Points Earned
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

The total points earned in leadership practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. At Florida Virtual School, performance of students accounts for 35% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including cut points for differentiating performance.

Florida Virtual School prides itself on the diverse ways we meet students' educational needs, both in and out of the state of Florida. To this end, there are four distinct "schools" which administrators at FLVS supervise:

1. **FLVS Flex (Flex):** Administrators in the FLVS Flex program support teachers and students in grades 6-12 who attend school full time in another Florida school district, are home schooled, or attend a private or charter school.
2. **FLVS Flex Elementary:** Administrators in the FLVS Flex Elementary program support teachers and students who are primarily home-schooled in grades K-5.
3. **FLVS Full Time K-12 (FLVSFT):** Administrators in the FLVSFT program support teachers and students in grades K-12 who attend school at FLVS full time, and FLVS is considered the school/district of record for these students.
4. **FLVS Global:** Administrators in the FLVS Global School program support teachers and students in grades 6-12 who are not residents of the state of Florida.

All FLVS administrators in our FLVS Flex, FLVSFT 6-12, and FLVS Global programs will receive a district measure of student performance, which uses district-developed segment exams for all of our 6-12 courses, to determine their performance of students rating. (*See Chart A below.*) Using these district-developed segment exams, FLVS calculates the segment exam average for the school year (July 1 to June 30), drilling down by individual courses, segments, and course versions. Then, using a standard deviation of -.75, the cut score for each course is determined, where $(\bar{X} - .75 * sd) = \text{course/segment/version (CSV) cut score}$. Then, the number of students meeting or exceeding the cut score in each course is determined. This percentage of students meeting or exceeding the cut score is then used to set the course performance definition for Highly Effective.

The student exam scores in the administrator's schoolhouse are compared to the CSV cut scores. The percent of students meeting or exceeding the cut scores in the administrator's schoolhouse is calculated to determine the administrator's rating on the performance of students portion of the summative evaluation. This calculation model is a percent proficient model, determining the percent of students who meet or exceed each course's performance threshold. For those administrators who supervise multiple courses, their final student performance score will be made up of the weighted percentage of students scoring at or above the cut score of each course the administrator oversees.

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Performance Rating	Performance Definition
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

**Administrators who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

The Flex and FLVSFT K- 5 programs use a similar model, but student performance is based off module exams, rather than segment exams. Administrators supervising these areas receive a student performance rating using the average of the teacher student performance ratings within their assigned schoolhouse.

Administrative personnel may, with supervisor and school leadership approval, use Student Learning Objectives (SLOs) to determine their performance of students rating. SLOs may be utilized when there is evidence that validity (inferences made from the scores) could be improved by the use of SLOs as compared to segment or module exam data.

Once a performance of students score has been determined for each administrator, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned. Each rating will then be assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100 point scale, with 35 total points possible allocated for the performance of students measure.

District Performance Category	Performance Rating	Point Allocation
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

1. Description of the step-by-step calculation for determining the summative rating for school administrators.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

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To calculate the overall summative evaluation score, points earned in all three sections of the evaluation are added together to determine a final, overall point total. As described above, each section within the administrator summative evaluation weighs a specific percentage: 35% for Performance of Students, 60% for Instructional Leadership Practice, and 5% for Other Indicators of Performance. A point value is assigned to each section, and administrative personnel earn a share of the points possible for each section based on the ratings they earn. Once all three sections have been completed, Pathways, our cloud-based performance management system, calculates the points earned to determine an overall summative evaluation score. The overall score maps to a performance rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

Instructional Leadership Practice 60% + Other Indicators of Performance 5% = 65% Total	
Performance Rating	Points Earned
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

Performance of Students 35%	
Performance Rating	Point Allocation
Highly Effective	35
Effective	26.6
Needs Improvement	21.35
Unsatisfactory	9.1

Final Summative Evaluation Score	
Performance Rating	Points Earned
Highly Effective	85-100
Effective	70-84
Needs Improvement	55-69
Unsatisfactory	0-54

To illustrate the summative rating calculation, two examples are presented below. The first example is of an elementary principal who received an overall evaluation rating of Highly Effective. The principal earned 58.6 points in Leadership Practice, and 3.8 points in Other Indicators of Performance, resulting in a 62.4 point total for these two sections. The principal was Effective overall in Student Performance, so earned 26.6 points. After adding the points together, the elementary principal earned 89 points total, which maps to Highly Effective overall.

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In the second example, a high school principal earned 40 points in Leadership Practice, and 1.3 points in Other Indicators of Performance, resulting in 41.3 points for these sections. The principal's student performance score was rated as Unsatisfactory, earning the principal 9.1 points for that section, which results in an overall score of 50.4 points, which is an Unsatisfactory rating on the summative evaluation.

Employee Type	Instructional Leadership Practice Score	Other Indicators of Performance Score	Instructional Leadership Practice + Other Indicators of Performance Score	Student Performance Score	Summative Evaluation Score and Rating
Example 1: Elementary Principal	58.6	3.8	62.4/HE	26.6/E	89/HE
Example 2: High School Principal	40	1.3	41.3/NI	9.1/U	50.4/U

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

The Florida Principal Leadership Standards	Instructional Leadership Rubric Alignment
Domain 1: Student Achievement:	
Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and	3b: Aligns Curricula, Instruction, and Assessments
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	3b: Aligns Curricula, Instruction, and Assessments 3d: Sets High Expectations for All Students
Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	1c: Builds a Collaborative and Empowering Work Environment 2c: Establishes and Implements Expectations for Students and Staff 3d: Sets High Expectations for All Students
b. Maintains a school climate that supports student engagement in learning;	1c: Builds a Collaborative and Empowering Work Environment 2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 2e: Ensures School Safety and Security 3a: Leads School Improvement Initiatives 3d: Sets High Expectations for All Students 4b: Shows professionalism
c. Generates high expectations for learning growth by all students; and	1d: Leads Change Efforts for Continuous Improvement 2c: Establishes and Implements Expectations for Students and Staff 3d: Sets High Expectations for All Students

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d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	1c: Builds a Collaborative and Empowering Work Environment 1d: Leads Change Efforts for Continuous Improvement 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3a: Leads School Improvement Initiatives 3d: Sets High Expectations for All Students 4c: Supports Professional Growth
Domain 2: Instructional Leadership:	
Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3b: Aligns Curricula, Instruction, and Assessments
b. Engages in data analysis for instructional planning and improvement;	1b: Uses Data for Informed Decision Making 1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 3a: Leads School Improvement Initiatives 3b: Aligns Curricula, Instruction, and Assessments
c. Communicates the relationships among academic standards, effective instruction, and student performance;	2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 3b: Aligns Curricula, Instruction, and Assessments
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and	1a: Creates an Organizational Vision, Mission, and Strategic Goals 2c: Establishes and Implements Expectations for Students and Staff 3b: Aligns Curricula, Instruction, and Assessments
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	2c: Establishes and Implements Expectations for Students and Staff 3b: Aligns Curricula, Instruction, and Assessments
Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	

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a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	1a: Creates an Organizational Vision, Mission, and Strategic Goals 1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 2e: Ensures School Safety and Security 3a: Leads School Improvement Initiatives:
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	1d: Leads Change Efforts for Continuous Improvement 1e: Celebrates Accomplishments and Acknowledges Failures 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3c: Implements High Quality Instruction 4c: Supports Professional Growth
c. Employs a faculty with the instructional proficiencies needed for the school population served;	1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	1b: Uses Data for Informed Decision Making 1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3c: Implements High Quality Instruction
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and	1c: Builds a Collaborative and Empowering Work Environment 1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	1d: Leads Change Efforts for Continuous Improvement 2a: Leverages Human and School Resources 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff
Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	

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a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 2e: Ensures School Safety and Security 4b: Shows professionalism
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	2c: Establishes and Implements Expectations for Students and Staff 4b: Shows professionalism
c. Promotes school and classroom practices that validate and value similarities and differences among students;	2c: Establishes and Implements Expectations for Students and Staff 4b: Shows professionalism
d. Provides recurring monitoring and feedback on the quality of the learning environment;	1e: Celebrates Accomplishments and Acknowledges Failures 2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 3c: Implements High Quality Instruction 4c: Supports Professional Growth
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and	1d: Leads Change Efforts for Continuous Improvement 1e: Celebrates Accomplishments and Acknowledges Failures 2c: Establishes and Implements Expectations for Students and Staff 2e: Ensures School Safety and Security 3a: Leads School Improvement 4c: Supports Professional Growth
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	1c: Builds a Collaborative and Empowering Work Environment 1d: Leads Change Efforts for Continuous Improvement 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3a: Leads School Improvement Initiatives 4b: Shows professionalism

Domain 3: Organizational Leadership

Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	1b: Uses Data for Informed Decision Making 2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 3c: Implements High Quality Instruction
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b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	1b: Uses Data for Informed Decision Making 1d: Leads Change Efforts for Continuous Improvement 3a: Leads School Improvement Initiatives 3c: Implements High Quality Instruction
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	1d: Leads Change Efforts for Continuous Improvement 3a: Leads School Improvement Initiatives 3c: Implements High Quality Instruction
d. Empowers others and distributes leadership when appropriate; and	1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff 3c: Implements High Quality Instruction
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	3c: Implements High Quality Instruction
Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff 4c: Supports Professional Growth
b. Provides evidence of delegation and trust in subordinate leaders;	1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff
c. Plans for succession management in key positions;	1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and	1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff 4c: Supports Professional Growth
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	1c: Builds a Collaborative and Empowering Work Environment 2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	2c: Establishes and Implements Expectations for Students and Staff 3a: Leads School Improvement Initiatives:
b. Establishes appropriate deadlines for him/herself and the entire organization;	2c: Establishes and Implements Expectations for Students and Staff 3a: Leads School Improvement Initiatives:

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c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and	1c: Builds a Collaborative and Empowering Work Environment 2a: Leverages Human and School Resources 2c: Establishes and Implements Expectations for Students and Staff 3a: Leads School Improvement Initiatives:
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	2a: Leverages Human and School Resources
Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	1a: Creates an Organizational Vision, Mission, and Strategic Goals 1b: Uses Data for Informed Decision Making 1c: Builds a Collaborative and Empowering Work Environment 2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement 4b: Shows professionalism
b. Recognizes individuals for effective performance;	1b: Uses Data for Informed Decision Making 1c: Builds a Collaborative and Empowering Work Environment 2b: Ensures a High Quality, High Performing Staff 2d: Communicates Effectively and Strategically
c. Communicates student expectations and performance information to students, parents, and community;	1b: Uses Data for Informed Decision Making 2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	1a: Creates an Organizational Vision, Mission, and Strategic Goals 1c: Builds a Collaborative and Empowering Work Environment 2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement

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f. Utilizes appropriate technologies for communication and collaboration; and	2d: Communicates Effectively and Strategically 4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	2b: Ensures a High Quality, High Performing Staff 2c: Establishes and Implements Expectations for Students and Staff 2d: Communicates Effectively and Strategically 3b: Aligns Curricula, Instruction, and Assessments 4c: Supports Professional Growth
Domain 4: Professional and Ethical Behavior:	
Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	4b: Shows professionalism
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	1a: Creates an Organizational Vision, Mission, and Strategic Goals 1e: Celebrates Accomplishments and Acknowledges Failures 2d: Communicates Effectively and Strategically 4b: Shows professionalism
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement 4b: Shows professionalism
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and	4b: Shows professionalism 4c: Supports Professional Growth
e. Demonstrates willingness to admit error and learn from it;	1e: Celebrates Accomplishments and Acknowledges Failures 4b: Shows professionalism 4c: Supports Professional Growth
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	1e: Celebrates Accomplishments and Acknowledges Failures 4b: Shows professionalism 4c: Supports Professional Growth

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

FLVS School Leader Evaluation Rubric

*Adapted and used with permission from the Pennsylvania Department of Education

Domain 1: Strategic/Cultural Leadership

School leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff.

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>1a: Creates an Organizational Vision, Mission, and Strategic Goals:</p> <p>The school leader plans strategically and creates a vision, mission, and goals around personalized student success that is aligned to organizational goals.</p> <p>FPLS Standards: 3d, 4a, 9a, 9e, 10b</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a vision, mission, or strategic goals.</p> <p>The school leader fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of a vision, mission, and goals.</p>	<p>The school leader develops a vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>The school leader implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>The school leader maintains a focus on the vision and strategic goals throughout the school year.</p> <p>The school leader ensures that staff incorporates the vision, mission, and strategic goals in their</p>	<p>... and</p> <p>The school leader designs, initiates, and implements collaborative processes to collect and analyze data about progress for the periodic review and revision of the vision, mission, and strategic goals.</p> <p>The school leader systematically ensures that the vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>

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			instructional plans to assure that students achieve expected outcomes.	
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>1b: Uses Data for Informed Decision Making:</p> <p>The school leader analyzes and uses multiple data sources to drive effective decision-making.</p> <p>FPLS Standards: 3b, 4d, 6a, 6b, 9a, 9b, 9c</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to demonstrate the ability to analyze or use data to drive effective decision-making.</p>	<p>The school leader infrequently uses data and assessments to monitor progress.</p> <p>The school leader exhibits the inability to develop the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>The school leader collects, analyzes, monitors, and uses data systematically regarding the school's progress in driving informed decision-making for the attainment of strategic goals and objectives.</p> <p>The school leader develops the capacity of staff and other stakeholders to use data for decision-making.</p>	<p>... and</p> <p>The school leader activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes.</p> <p>The school leader listens, evaluates, and considers staff and other stakeholders' input regarding recommended activities and initiatives.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>1c: Builds a Collaborative and Empowering Work Environment:</p> <p>The school leader develops</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school</p>	<p>The school leader frequently makes unilateral decisions (uses</p>	<p>The school leader creates a collaborative work environment predicated</p>	<p>... and</p> <p>The school leader empowers staff and other</p>

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<p>a culture of collaboration, distributive leadership, and continuous improvement conducive to student learning and professional growth.</p> <p>The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.</p> <p>FPLS Standards: 2a, 2b, 2d, 4e, 5f, 6d, 7a, 7b, 7c, 7d, 7e, 8c, 9a, 9b, 9e,</p>	<p>leader fails to demonstrate the involvement of staff and stakeholders in discussions and decisions regarding school issues.</p>	<p>distributive leadership infrequently).</p> <p>The school leader inconsistently includes stakeholders in the decision-making processes.</p> <p>The school leader articulates the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff.</p>	<p>upon cooperation among and between stakeholders.</p> <p>The school leader consistently engages in shared decision-making and distributive leadership.</p> <p>The school leader actively models behaviors that promote a sense of empowerment among staff and stakeholders.</p>	<p>stakeholders to assume responsibility for making decisions regarding the school culture and student achievement.</p> <p>The school leader establishes an environment where staff and other stakeholders:</p> <ul style="list-style-type: none"> -Select and implement effective improvement strategies. -Assess and monitor progress towards achieving the vision, mission, and strategic goals. -Lead planning and monitoring efforts.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1d: Leads Change Efforts for	The school leader fails to	The school leader	The school leader	... and

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<p><i>Continuous Improvement:</i></p> <p>The school leader systematically guides staff through the change process to positively impact the culture and performance of the school.</p> <p>FPLS Standards: 2c, 2d, 3b, 4a, 4b, 4c, 4d, 4e, 4f, 5e, 5f, 6b, 6c</p>	<p>satisfy the component as defined.</p> <p>The school leader fails to identify the importance of the change process with no provision for positively impacting the culture and performance of the school.</p>	<p>articulates the importance of the change process; however, when change occurs, it is only through random processes.</p>	<p>implements a change process to ensure continuous school improvement.</p>	<p>The school leader drives major initiatives that help students be successful.</p> <p>The school leader systematically examines the status quo, identifies beneficial changes, and leads the change process to successful completion.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><i>1e: Celebrates Accomplishments and Acknowledges Failures:</i></p> <p>The school leader utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p> <p>FPLS Standards: 4b, 5d, 5e, 10b, 10e, 10f,</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to utilize lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader inconsistently utilizes lessons from accomplishments and failures to positively impact the culture and performance of the school.</p>	<p>The school leader recognizes individual and collective contributions in a systematic manner toward attainment of strategic goals.</p> <p>The school leader utilizes failure as an opportunity to improve school culture and student performance.</p>	<p>... and</p> <p>The school leader utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.</p>

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Domain 2: Systems Leadership School leaders ensure that there are processes and systems in place for resource allocation, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the school. They must manage efficiently, effectively and safely to foster student achievement.				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2a: Leverages Human and School Resources: The school leader establishes systems for marshaling all available resources to better serve students, staff, and the school. FPLS Standards: 3b, 4a, 4b, 4c, 4d, 4e, 4f, 8c, 8d	The school leader fails to satisfy the component as defined. The school leader fails to systematically allocate available resources that support the vision, mission, and strategic goals of the school.	The school leader utilizes systems for allocating available resources that are not transparent.	The school leader designs transparent systems to equitably manage available resources. The school leader ensures the strategic allocation and equitable use of available resources to meet instructional goals and support teacher needs.	... and The school leader integrates school resources to maximize the efficiency of school operations. The school leader uses data and feedback to assess the success of program decisions.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2b: Ensures a High Quality, High Performing Staff: The school leader establishes, supports and effectively manages processes and systems, which ensure a high	The school leader fails to satisfy the component as defined. The school leader fails to maintain a high performing staff, which is focused on improving student achievement.	The school leader inconsistently supervises and evaluates staff. The school leader provides limited support to all new personnel. The school	The school leader supervises and evaluates all staff in a fair and equitable manner following organizational procedures and uses the results to improve performance. The school leader recruits and retains high	... and The school leader proactively recommends decisions regarding hiring, transfers, retention and dismissal. The school leader

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<p>quality, high performing staff.</p> <p>FPLS Standards: 2d, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 4f, 5f, 6a, 6d, 7a, 7b, 7c, 7d, 9b, 9g,</p>	<p>The school leader fails to address ineffective teaching and staff performance.</p> <p>The school leader fails to provide induction support to all new staff.</p> <p>The school leader fails to select and retain highly qualified personnel.</p>	<p>leader inconsistently selects and retains highly qualified personnel.</p>	<p>quality staff that meets the diverse needs of students.</p> <p>The school leader participates with appropriate personnel to select highly qualified staff.</p> <p>The school leader complies with and supports the induction processes to support all new personnel.</p> <p>The school leader maintains a high performing staff, which is focused on improving student achievement.</p>	<p>proactively recognizes quality teaching and establishes it as an example of expected performance.</p> <p>The school leader ties human resources decisions to achieving the vision and goals of the school.</p> <p>The school leader proactively creates additional induction opportunities to support all new personnel.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>2c: Establishes and Implements Expectations for Students and Staff:</p> <p>The school leader establishes and implements clear</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to establish clear expectations, structures, rules, and procedures for</p>	<p>The school leader utilizes only school rules and procedures required by organizational administration and/or school policy.</p> <p>The school leader</p>	<p>The school leader engages students and staff members in developing expectations for learning and improved performance.</p> <p>The school leader communicates</p>	<p>... and</p> <p>The school leader creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning.</p> <p>The school leader</p>

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<p>expectations, structures, rules, and procedures for students and staff.</p> <p>FPLS Standards: 2a, 2b, 2c, 2d, 3a, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 8a, 8b, 8c, 9c, 9g,</p>	<p>students and staff.</p>	<p>inconsistently communicates and enforces expectations, rules, and procedures for students and staff.</p>	<p>and enforces clear expectations, structures, and fair rules and procedures for students and staff.</p> <p>The school leader proactively ensures compliance with required teacher professional responsibilities.</p>	<p>empowers staff to monitor their own performance and exceed school-wide expectations.</p> <p>The school leader encourages students to monitor their performance and strive to exceed expectations set by their teachers, parents and themselves.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective

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<p>2d: Communicates Effectively and Strategically:</p> <p>The school leader strategically designs and utilizes various forms of formal and informal communication with all staff and stakeholders to ensure a positive school climate.</p> <p>FPLS Standards: 2b, 3c, 5a, 5d, 7e, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 10b</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to develop a coherent plan to effectively communicate with all staff and stakeholders.</p>	<p>The school leader defines a communications plan for staff and stakeholders; however, actual communications lack purpose, clarity, consistency, or regularity.</p> <p>The school leader inconsistently implements processes to resolve problems and/or areas of conflict within the school.</p> <p>The school leader interacts with students, staff and other stakeholders primarily on an as needed basis in order to defuse potentially stressful situations.</p>	<p>The school leader designs and utilizes a system of open communication that provides for the timely, responsible sharing of information to, from, and with staff and stakeholders.</p> <p>The school leader provides information in various formats in multiple ways through different media in order to ensure communication with staff and stakeholders.</p> <p>The school leader consistently resolves school-based problems/conflicts in a fair, democratic way.</p> <p>The school leader provides opportunities for affected stakeholders (students, staff, and parents) to express opinions and discusses options to address discordant issues.</p> <p>The school leader implements and reviews solutions</p>	<p>... and</p> <p>The school leader provides conflict management and relationship building training for students, staff, and other stakeholders.</p> <p>The school leader empowers students, staff, and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school climate.</p> <p>The school leader encourages staff and students to accept responsibility for their own actions by adhering to operational norms</p>
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			that address discordant issues.	
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2e: Ensures School Safety and IT Security: The school leader ensures the implementation and successful completion of organizational mandated safety and IT security trainings. FPLS Standards: 2b, 4a, 5a, 5e	The school leader fails to satisfy the component as defined.	The school leader lacks a process for implementing and complying with the mandated trainings & procedures.	The school leader reviews, analyzes and adjusts school safety and IT security plans based on school data, crisis feedback, and current regulations/ mandates. The school leader communicates to stakeholders regarding safety issues in a clear, appropriate, and timely manner.	... and The school leader maintains and creates open communication processes that allow for proactive identification and intervention of potential incidents. (FT only) The school leader incorporates active involvement of various safety agencies in the development, implementation, and evaluation of the comprehensive safe schools plan.)

Domain 3: Leadership for Learning

School leaders ensure that a standards aligned system is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3a: Leads School Improvement Initiatives: The school leader develops,	The school leader fails to satisfy the component as defined. The school leader fails to develop school improvement goals that	The school leader develops school improvement goals; however, the goals lack clear and consistent processes and systems to improve student achievement.	The school leader develops school improvement goals, as well as establishes clear and consistent processes and systems to: <ul style="list-style-type: none"> • Monitor and evaluate progress 	... and The school leader incorporates principles of continuous improvement, which positively impacts the

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<p>implements, monitors, and evaluates school improvement goals that provide the structure for the organizational vision, and changes necessary for improved student achievement.</p> <p>FPLS Standards: 2b, 2d, 3b, 4a, 5e, 5f, 6b, 6c, 8a, 8b, 8c</p>	<p>provide the structure for the organizational vision, and changes necessary for improved student achievement.</p>		<p>toward achieving school improvement goals and student outcomes.</p> <ul style="list-style-type: none"> Revise school improvement goals and outcomes based on data analysis. 	<p>school's culture and exceeds expectations of student achievement.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>3b: Aligns Curricula, Instruction, and Assessments:</p> <p>The school leader ensures that the adopted curricula, instructional practices, and associated assessments are implemented within the state approved curriculum standards. Data is used to drive</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to monitor that the organization's curricula are being implemented.</p> <p>The school leader fails to engage staff in curricula planning and instruction.</p>	<p>The school leader inconsistently monitors that the organization's curricula are implemented with fidelity throughout the school.</p> <p>The school leader inconsistently engages staff in curricula planning and instruction.</p>	<p>The school leader consistently ensures that the organization's curricula are implemented with fidelity throughout the school.</p> <p>The school leader aligns curricula with assessments and instructional material.</p> <p>The school leader engages staff in curricula planning and instruction based upon state standards and course assessments (where applicable).</p>	<p>... and</p> <p>The school leader engages staff to assess curricula for strengths and weaknesses .</p> <p>The school leader reports data and recommendations to curriculum (digital publishing) team for refinement of the</p>

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refinements to the system. FPLS Standards: 1a, 1b, 3a, 3b, 3c, 3d, 3e, 9g				organization's curricula.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>3c: Implements High Quality Instruction:</p> <p>The school leader monitors progress of teachers and staff. In addition, the school leader conducts formative and summative assessments in measuring teacher effectiveness based on the Florida Educator Accomplished Practices in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences are delivered to and for all students.</p> <p>FPLS Standards: 4b,</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to monitor teacher effectiveness on the Florida Educator Accomplished Practices in the domains of:</p> <ul style="list-style-type: none"> Planning and Preparation. Classroom Environment. Instruction. Professional Responsibilities. 	<p>The school leader inconsistently monitors teacher effectiveness on the Florida Educator Accomplished Practices nor provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> Planning and Preparation. Classroom Environment. Instruction. Professional Responsibilities. <p>The school leader inconsistently participates in ongoing professional development activities to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>The school leader consistently monitors teacher effectiveness on the Florida Educator Accomplished Practices and provides timely feedback to professional staff in the domains of:</p> <ul style="list-style-type: none"> Planning and Preparation. Classroom Environment. Instruction. Professional Responsibilities. <p>The school leader participates in professional development activities, including inter-rater reliability, to better monitor and coach the use of effective instructional and assessment practices.</p>	<p>...and</p> <p>The school leader collaboratively works with staff members to:</p> <ul style="list-style-type: none"> Identify professional development needs based upon observation data. Plan short and long-term professional development activities to address identified needs based

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4d, 5d, 6a, 6b, 6c, 6d, 6e				upon observation data. Monitor performance following professional development to ensure the application of lessons learned.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3d: Sets High Expectations for All Students: The school leader holds all staff accountable for setting and achieving rigorous performance goals for all students. FPLS Standards: 1b, 2a, 2b, 2c, 2d	The school leader fails to satisfy the component as defined. The school leader fails to hold all staff accountable for setting and achieving rigorous performance goals for all students.	The school leader inconsistently holds all staff accountable for setting and achieving rigorous performance goals for all students.	The school leader articulates a belief in high measurable goals for all students and staff. The school leader leads school efforts to set and monitor learning goals for all students and establish safety nets for struggling students.	... and The school leader models high expectations for staff and other stakeholders by systematically pursuing performance goals for all students.

Domain 4: Professional and Community Leadership

School leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4a: Maximizes Professional Responsibilities Through Parent	The school leader fails to satisfy the component as	The school leader's efforts for community	The school leader creates systems and engages parents/ guardians	... and The school leader collaboratively

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<p><i>Involvement and Community Engagement:</i></p> <p>The school leader implements processes, which result in parent involvement and community engagement, as well as support and ownership for the school.</p> <p>FPLS Standards: 7e, 9a, 9c, 9d, 9e, 9f, 10c</p>	<p>defined.</p> <p>The school leader fails to design structures and processes, which result in a lack of parent involvement and community engagement.</p>	<p>outreach do not result in meaningful support for teaching and learning.</p> <p>The school leader unilaterally designs structures and processes that result in limited involvement of parents and other stakeholders.</p>	<p>and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.</p> <p>The school leader collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>	<p>works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><i>4b: Shows professionalism:</i></p> <p>The school leader operates in a fair and equitable manner with personal and professional integrity.</p> <p>FPLS Standards: 2b, 5a, 5b, 5c, 5f, 9a, 10a, 10b, 10c, 10d, 10e, 10f</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to display honesty in interactions with students, staff, and stakeholders.</p> <p>The school leader fails to recognize student needs and contributes to school practices that result in some students being ill served.</p>	<p>The school leader interacts honestly with students, staff, and stakeholders, but attempts to serve students are inconsistent.</p>	<p>The school leader adheres to, articulates, and demonstrates a personal and professional code of ethics (i.e. Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.)</p> <p>The school leader displays high standards of honesty, integrity, and confidentiality in interactions with students,</p>	<p>... and</p> <p>The school leader holds the highest standards of honesty, integrity, and confidentiality.</p> <p>The school leader proactively serves students, seeking out resources when needed.</p> <p>The school leader makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those</p>

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			<p>staff, and stakeholders.</p> <p>The school leader actively serves students to ensure that all students receive a fair opportunity to succeed.</p>	<p>traditionally underserved, are honored in the school.</p>
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>4c: Supports Professional Growth:</p> <p>The school leader supports continuous professional growth of self and others through practice and inquiry.</p> <p>FPLS Standards: 2d, 4b, 5d, 5e, 7a, 7d, 9g, 10d, 10e, 10f</p>	<p>The school leader fails to satisfy the component as defined.</p> <p>The school leader fails to identify professional growth needs of self and others, which would positively impact the culture and performance of the school.</p>	<p>The school leader implements professional development inconsistently which is not aligned with curricular, instructional, and assessment needs.</p>	<p>The school leader targets professional development toward the improvement of learning experiences, including quality of classroom instruction and the ability of teachers to meet the needs of all students.</p> <p>The school leader plans and routinely participates in professional development focused on improving instructional programs, practices, and self.</p>	<p>...and</p> <p>The school leader ensures that professional development within the school is aligned with curricular, instructional and assessment needs, while recognizing the unique professional development needs of individual staff members and self.</p> <p>The school leader plans, develops, leads, and/or initiates additional professional growth opportunities.</p>

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Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

School Leaders		
Program	Performance Measure for Evaluation	Percentage Associated with Final Summative Evaluation
FLVS Flex 6-12	Measure of student performance based on district-developed segment exams	35%
FLVS Full Time 6-12	Measure of student performance based on district-developed segment exams	35%
FLVS Global	Measure of student performance based on district-developed segment exams	35%
FLVS Flex/FT Elementary K-5	Measure of student performance based on module exam data	35%

Performance standards are provided in the below rubrics:

Performance Rating	Performance Definition
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

**Administrators who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

District Performance Category	Performance Rating	Point Allocation
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.



A sample administrative summative evaluation form is provided below. While this sample form includes all the information collected in the summative evaluation in Pathways, the actual sections of the evaluation are broken into smaller steps in the performance management system. A screen shot of the steps is also included below.



FLVS Administrator Summative Evaluation Form		
Instructional Leadership Practice 60%		
Domains/Indicator	Rating (drop down menu option: HE, E, NI, U)	Comments (text field for supervisor to enter comments regarding individual rating)
Domain 1: Strategic/Cultural Leadership		
1a: Creates an Organizational Vision, Mission, and Strategic Goals		
1b: Uses Data for Informed Decision Making		
1c: Builds a Collaborative and Empowering Work Environment		
1d: Leads Change Efforts for Continuous Improvement		
1e: Celebrates Accomplishments and Acknowledges Failures		
Domain 2: Systems Leadership		
2a: Leverages Human and School Resources		
2b: Ensures a High Quality, High Performing Staff		
2c: Establishes and Implements Expectations for Students and Staff		

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2d: Communicates Effectively and Strategically				
2e: Ensures School Safety and IT Security				
Domain 3: Leadership for Learning				
3a: Leads School Improvement Initiatives				
3b: Aligns Curricula, Instruction, and Assessments				
3c: Implements High Quality Instruction				
3d: Sets High Expectations for All Students				
Domain 4: Professional and Community Leadership				
4a: Maximizes Professional Responsibilities Through Parent Involvement and Community Engagement				
4b: Shows professionalism				
4c: Supports Professional Growth				
Performance of Students Measure 35% (Automatically imported into Pathways, our cloud-based performance management system)				
Rating	Points Earned			
Other Indicators of Performance (Professional Development) 5%				
Rating	Manager Comments			
Manager Final Comments/Overall Score				
Instructional Leadership Practice	Points Earned/Rating Earned			
Other Indicators of Performance (Professional Development)	Points Earned/Rating Earned			
Performance of Students Measure	Points Earned/Rating Earned			
Overall Score	Total Points Earned/ Overall Rating Earned			
Text Box for Manager Summative Evaluation Comments				
Employee Acknowledgment				
Employee Comment Area				
Electronic Signature	Date of Acknowledgement			


School Administrator Evaluation System


 Year-End Evaluation 


 Leadership Evaluation 


Current Step


 Student Achievement Measures


Weight: 

 Professional Development



 Year-End Evaluation—Manager Final Comments



 Year-End Evaluation - Employee Acknowledgement

